

IMPACT ALTERNATIVE LEARNING

STUDENT INDUCTION POLICY – ELITE FULL VERSION

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1. STATEMENT OF INTENT

Impact Alternative Learning delivers a structured, personalised, trauma-informed induction that prioritises safety, regulation and relationship building. All learners are supported to transition at an appropriate pace aligned to EHCP outcomes and individual needs.

2. STATUTORY FRAMEWORK

KCSIE 2025; Children Act 1989/2004; Equality Act 2010; SEND Code of Practice 2015; Working Together 2023.

3. AIMS

- Ensure learners feel safe, calm and secure
- Build trusting relationships
- Identify needs, triggers and strengths
- Enable gradual curriculum access
- Support EHCP outcomes and engagement

4. SCOPE

Applies to all learners (11–19), including mid-year admissions and transitions from mainstream, special schools or absence.

5. ROLES & RESPONSIBILITIES

Principal: oversight and accountability SENDCo: assessment, planning, EHCP alignment Staff: daily support, relationship building Parents: provide accurate information and communication

6. PRE-ADMISSION PROCESS

- Review EHCP, reports and risk assessments
- Parent/professional meetings
- Identify triggers, sensory needs, communication styles
- Create provisional induction plan
- Offer visits and transition materials

7. INDUCTION TIMELINE (MODEL)

Week 1–2: Relationship building, reduced timetable, safe space access Week 3–4: Increased structure, introduce learning tasks Week 5–6: Gradual full timetable where appropriate Timelines are flexible based on individual need.

8. INDUCTION DELIVERY

- Reduced timetables and flexible start/finish
- Consistent staffing
- Visual supports and structured routines
- Safe regulation spaces
- Clear expectations communicated gradually

9. STAFF PRACTICE (SCRIPTS)

If dysregulated: “You’re safe, we’ll sort this together.” If refusing: “Let’s take a break and come back to it.” If anxious: “I’ll stay with you until you feel ready.”

10. EMOTIONAL AND BEHAVIOURAL SUPPORT

- Trauma-informed approach
- Co-regulation and de-escalation
- Avoid sanctions early in induction
- Consistent responses across staff

11. SAFEGUARDING

- Close monitoring of wellbeing and behaviour
- Immediate recording of concerns
- Clear trusted adult system

12. COMMUNICATION WITH PARENTS

- Daily/weekly updates
- Review meetings
- Open communication channels

13. REVIEW AND TRANSITION

Formal review at end of induction to assess readiness, update plans and agree next steps.

14. MONITORING & EVIDENCE

Tracked through: • Attendance data • Behaviour logs • Engagement levels • Parent feedback • EHCP progress

INDUCTION PROCESS FLOW

| Stage | Action |
|----------------|--------------------------------|
| Referral | Receive EHCP and documentation |
| Pre-Admission | Meet parents, assess needs |
| Induction | Reduced timetable, support |
| Review | Assess progress |
| Full Placement | Transition to stable timetable |

